DOCUMENT RESUME

ED 077 908 SP 006 607

TITLE	Professional Preparation of the Elementary School Physical Education Teacher.
INSTITUTION	American Association for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	69
NOTE	20p.
AVAILABLE FROM	NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($1.50)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Curriculum Development; *Elementary Education; *Elementary School Teachers; Graduate Study; *Physical Education; Teacher Education

ABSTRACT

This document serves as a guideline for the professional preparation of elementary school physical education teachers with reference to special curriculum needs within the physical education major area. It is an attempt to identify a) policy statements on student personnel and faculty and b) concepts, competencies, and experiences to be incorporated into a curriculum plan as each institution deems desirable. The focus of content is on professional preparation at the undergraduate level, though it also suggests guidelines for a graduate program. (Author/JB)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

NEA

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

ED 071908

SP 006 607

PROFESSIONAL PREPARATION OF THE ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

A National Affiliate of the National Education Association

1201 Sixteenth St., N.W., Washington, D. C.

Copyright © 1969
American Association for Health,
Physical Education, and Recreation

Price: $1.50

Available from NEA Publications-Sales
1201 16th St., N.W., Washington, D.C. 20036
NEA discounts: 2-9 copies, 10%; 10 or more, 20%

INTRODUCTION

The purpose of this document is to serve as a guideline for professional preparation of elementary school physical education teachers with reference to special curriculum needs within the physical education major area. It is an attempt to identify (1) policy statements on student personnel and faculty and (2) concepts, competencies, and experiences to be incorporated into a curriculum plan as each institution deems desirable and possible.

It is recommended that each institution should, in addition, prepare guidelines for providing experiences so that all physical education majors understand and have an overview of the elementary school program, even though they may not intend to teach at that level.

The content of this publication is focused on professional preparation at the undergraduate level. Each institution should also prepare guidelines for the graduate program, with attention to (1) provision for teachers to specialize in physical education programs for the exceptional and culturally deprived child, (2) the fifth year program, (3) the master's degree program, and (4) the doctoral program.

While it is recognized that much of the information contained in this document is applicable to the preschool years, the intent is to focus on kindergarten through sixth grade.

The sections devoted to student personnel and faculty in physical education are largely based on these sections in the report of a 1962 AAHPER national conference entitled *Professional Preparation in Health Education, Physical Education, and Recreation Education.*

Subcommittee of the AAHPER
Professional Preparation Panel
ELOISE M. JAEGER, *chairman*
University of Minnesota
ANN E. JEWETT
University of Wisconsin
LORENA PORTER
Northern Illinois University
MARGIE R. HANSON, *AAHPER staff liaison*

STUDENT PERSONNEL

There is great need for the recruitment of young men and women who are interested in teaching elementary school physical education. In order to secure desirable candidates for the profession, certain guiding policies should be observed in the recruitment, admission, retention, placement, and follow-up, including in-service education, of students.

Recruitment

1. Definite responsibility for planning and implementing the recruitment program should be lodged with qualified and interested faculty. This work should be coordinated with all other departmental recruitment programs.
2. All faculty members should assume responsibility for the recruitment of major students and should be cognizant of the need at the elementary school level.
3. Recruitment procedures should include ways of identifying young men and women possessing good scholastic aptitude and skill and informing them of opportunities within the field of physical education.
4. All acceptable avenues for recruitment should be utilized.
   a. Interpretation to guidance counselors, to appropriate faculty members, and to administrative officers in the secondary school.
   b. Guidance of promising secondary school students through career days, visitation days, and demonstrations; provision of opportunities for them to assist with children in the classroom and on the playground.
   c. Distribution of institutional and association sponsored publications, films, and other material.

d. Increased attention to the recruitment of elementary school classroom majors possessing the necessary qualifications to select physical education as a special area of interest.

e. Recruitment of promising candidates among underclassmen who have not selected a major course of study.

f. Promotion of scholarships for students interested in careers in elementary school physical education.

Admission

1. The potential candidate should show evidence of adequate background in the sciences (physical, biological, and social) prerequisite to college work.
2. Candidates should be required to meet the same general standards of admission as set forth by the university or the college for all entering college students.
3. Candidates should be screened in terms of attributes such as motor skills and personality characteristics.
4. Encouragement should be given to candidates who demonstrate a special interest in working with children of elementary school age.

Retention

1. The retention of students in the program should be based upon the maintenance of desirable academic records, satisfactory achievement in professional skill standards, continued evidence of good health and health practices, and demonstration of a pattern of conduct desirable for a teacher of children.
2. A physical education faculty member in elementary school physical education (or one possessing an understanding and knowledge of the elementary field) should serve as an adviser for each professional student. The student together with the adviser should plan the program of study within the framework of the curriculum.
3. Guidance in professional development should be based on the student's ability, academic and professional promise, and employment prospects. Cumulative records representing the student's full profile should be employed for this purpose. This includes the usual ratings, certifications, participation in intramurals and athletics, and leadership ability. Special emphasis should be placed on experiences involving leadership roles (e.g., at playgrounds or camps).
4. Out-of-class professional experiences should be a part of the professional preparation program. Involvement in student professional clubs and visits to elementary school physical education classes specifically are highly recommended.

Placement and Follow-up

1. Placement recommendations should be based on the cumulative record of preparatory achievements and personal qualifications. The placement service should also include the obligation to assist students in securing positions in accordance with achievements, interest, personal qualifications, and background for the position.
2. The department should assist in the follow-up advisement and professional advancement of graduates, especially new teachers. This includes periodic evaluation of its graduates in their professional positions, planned visits, institutes, workshops, and advanced graduate programs.
3. The department should provide for periodic evaluation of its programs utilizing feedback from its graduates, cooperating teachers, and employees and should keep abreast of current conditions, trends, and needs in public schools.

FACULTY

Each institution preparing teachers as elementary school physical education specialists should have on its faculty members who are prepared, interested, and experienced in elementary school physical education and who meet the criteria for selection of physical education faculty set forth in *Professional Preparation in Health Education, Physical Education, and Recreation Education.*

The faculty should make every effort to establish cooperative working relationships between elementary education personnel of their institutions, public school teachers and administrators in their area, and state department consultants, for the purpose of improving teacher preparation experiences. Success in graduating well-qualified teachers is largely dependent upon faculty and students having opportunities to work directly with children.

The faculty should be cognizant also of the contemporary cultural, economic, and health influences on the development of today's children and be acquainted with the many community, state, and federal agencies serving and influencing children and youth.

UNDERGRADUATE PROFESSIONAL PREPARATION

It is assumed that the prospective teacher in elementary school physical education will have the same thorough background in the arts, sciences, and humanities as well as specialized foundations as that required of all physical education majors. It is recommended, however, that any prospective teacher who identifies his particular area of interest as that of the elementary school level should have flexibility enough in his program to select specialized courses in education which would focus on the elementary school and the school child. Such opportunities should provide (1) a sound basis for understanding the child from birth to adolescence and (2) a broad understanding of the total elementary school curriculum and the interrelatedness of program areas.

KNOWLEDGE ABOUT CHILDREN

A thorough understanding of children is essential. Attention needs to be directed to the early childhood years, including preschool, nursery, and kindergarten ages, as well as to children in grades 1 through 6. An appreciation of all of the aspects of the total development of the child is important, coupled with a special emphasis on physical motor development and its relationship to the development of a fully functioning human being. It is essential that provision for a laboratory facility be established, either directly or in conjunction with public and/or private institutions.

Knowledge and understandings about children should include the following specifics:

1. Knowledge of and appreciation for the potential in children, and the potential for physical education to contribute to the total development.
2. Orientation in research related to children.
3. Understanding of the individual differences in children and their many-faceted abilities and implications for teaching.

4. Appreciation of the effect of the environment—social, cultural, and physical—on the child.
5. Understanding of physical and motor development and its relationship to the total development of the child.
6. Familiarity with appropriate ways of assessing individual growth, needs, and interests.
7. Sensitivity to the underlying causes of behavior in children.
8. Techniques of working with children.
9. Understanding of the role of the teacher as model, catalyst, or security in the child's understanding and acceptance of self in the process of development.
10. Appreciation of the child's need to understand the importance of establishing wholesome and friendly relationships with others.

KNOWLEDGE ABOUT THE LEARNING PROCESS

The prospective teacher should be encouraged to acquire a thorough understanding of the total learning process and the role of motor development in this process. This should include familiarity with the following:

1. Learning theories.
2. Role of the teacher in facilitating learning.
3. Factors affecting learning.
4. Evolvement and refinement of movement patterns.
5. Learning of motor skills.
6. Assessment of learning.

CONCEPTS, COMPETENCIES, AND EXPERIENCES

This section presents the important concepts, competencies, and experiences essential to the professional preparation of the elementary school physical education teacher. The suggested competencies and experiences listed are intended to be illustrative rather than comprehensive.

GROWTH AND DEVELOPMENT

CONCEPT

In all aspects of human growth there are sequential and developmental phases which can be identified in physical, psychological, and social behavior patterns.

Physical and motor developments accrue within the context of the child's total growth and development.

The child is constantly interacting with his ever-changing environment.

The child develops as an individual and as a group member.

SUGGESTED COMPETENCIES

- ☐ Skill in the assessment of the child's developmental level and needs.
- ☐ Ability to identify the uniqueness of each individual as well as likenesses among individuals. Skill in guiding boys and girls in the discovery and use of their talents.
- ☐ Knowledge of the type of environment conducive to healthful growth and development. Ability to initiate needed improvement whenever possible.
- ☐ Skill in planning and in conducting experiences which help children to work productively as individuals and as group members.

SUGGESTED EXPERIENCES

- ☐ Study of child growth and development.
- ☐ Directed observations with focus on the child and the environment as it affects the child.
- ☐ Practice in assessment of child's developmental level and needs.
- ☐ Directed experiences in working with children in groups and as individuals.

LEARNING PROCESS

CONCEPT

Learning is a process of extending perceptions as an individual solves his problems and achieves his purposes.

Motor development plays a key role in the total learning process.

Common movement patterns emerge as primary forms of behavior; optimum development and refinement depend on practice and guidance in a challenging environment.

Motor skills are learned through a process essentially the same as that through which other kinds of learning outcomes are achieved.

Learning can be facilitated or hindered.

SUGGESTED COMPETENCIES

- ☐ Ability to guide boys and girls in learning the significance of movement and how to use the body for functional and expressive purposes.
- ☐ Skill in adjusting learning opportunities to the needs, interests, and purposes of boys and girls.
- ☐ Skill in relating that which is learned in physical education to the total learning experience of the child.
- ☐ Ability to evaluate the outcomes of the learning experience.

SUGGESTED EXPERIENCES

- ☐ Study of the psychological and physiological bases for learning.
- ☐ Study of the science and art of human movement.
- ☐ Study of the theory of play.
- ☐ Study of child growth and development with emphasis on relationship of motor development and learning.
- ☐ Study of learning problems and factors that facilitate learning.
- ☐ Analysis of how common movement patterns evolve.
- ☐ Personal experiences in improving movement patterns and skills.
- ☐ Observation of and experiences in working with children participating in movement activities.

DEVELOPMENTAL MOVEMENT EXPERIENCES

CONCEPT

The elementary school physical education curriculum provides developmental movement experiences.

Examples are those in which children:

Explore and discover, refine and master innate patterns and capacities in movement, gaining skills both in locomotor and nonlocomotor and manipulatory patterns.

Gain kinesthetic awareness of the effort utilized in action patterns—the elements of weight, time, space, flow—facilitating conscious control, as well as understanding of patterns common to different skills and activities.

Show imaginative and creative use of movement.

Learn specialized skills of movement activities important in their expanding needs and interests.

Experience games, dances, sports, and other activities suited to their changing needs.

SUGGESTED COMPETENCIES

- ☐ Experience in planning the physical education program, including—

  stating specific behavioral objectives which communicate clearly what is to be learned (content and behavior).

  designating learning environments and experiences appropriate for children.

  developing program guides, policies, and standards based on specific behavioral objectives.

  developing appropriate instructional procedures and tools.

  modifying and adapting the program for the atypical child.

- ☐ Skill in the observation and analysis of action patterns as a basis for planning and directing appropriate movement experiences.

- ☐ Ability to perform patterns, skills, and activities essential to excellence in teaching.

- ☐ Skill in stimulating imaginative and creative movement in children, including creative use of materials.

SUGGESTED EXPERIENCES

- ☐ Study of the philosophy of physical education.
- ☐ Study of the nature of human movement.
- ☐ Participation in movement activities utilized in the elementary school physical education curriculum.
- ☐ Study of the elementary school physical education curriculum as part of continuing education, preschool through college.
- ☐ Experience in planning lessons, related experiences, and program guides.
- ☐ Experience in the use of a wide variety of audio-visual materials and devices.
- ☐ Directed laboratory experiences under qualified leadership (observation, assisting, teaching), including—

  representative experiences with all age levels prior to student teaching.

  experiences with children both in and out of school.

  helping children to establish, understand, and achieve their own goals.

  helping children to use the interrelationships of classroom and physical education experiences.

  a culminating student teaching experience in a selected elementary school appropriate to meet the needs of the individual.

ADMINISTRATION AND ORGANIZATION

CONCEPT

The school has a responsibility to provide the setting necessary to achieve a well-planned and balanced physical education program that is both instructional and recreational in nature.

The school has the responsibility to provide the kind of leadership, facilities, and equipment needed to attain desired goals.

Administration is a process representing joint cooperation of all concerned.

Organization for instruction plays a major role in school administration.

Children differ in their ways of learning and in their rates of growth and development, and therefore school administration should provide for flexible organization of instruction.

SUGGESTED COMPETENCIES

- ☐ Ability to identify the type of environment that will provide children with the best possible learning situation.
- ☐ Ability to provide for the safety of children in the total physical education program and to maintain a safe and healthful environment for them.
- ☐ Knowledge of legal liabilities relating to the physical education program.
- ☐ Skill in formulating and implementing departmental policies, standards, and procedures, in such matters as—

  personal relationships and techniques of working with adults as well as with children.

  planning and coordinating public relations and personnel policies.

  budget, purchase, care, and use of equipment and supplies.

  design of facilities.

  maintenance and interpretation of records.

  scheduling, staffing patterns, teaching load, and length of class period.

- ☐ Skill in working with all school personnel as consultant, demonstration teacher, or a resource person, including conducting workshops, clinics, and demonstration lessons and preparing inservice materials.

- ☐ Skill in interpreting physical education to the school and the community.
- ☐ Skill in organizing and in conducting recreation and intramural activities appropriate for elementary school children.

SUGGESTED EXPERIENCES

- ☐ Study of administration and the organization of programs.
- ☐ Experience involving the care, maintenance, and use of facilities and equipment, budgeting, scheduling, and record keeping.
- ☐ Observation of inservice programs for the classroom teacher and experience in workshops, clinics, and demonstrations.
- ☐ Observation or participation in school efforts which demonstrate and interpret physical education to other teachers and to the community.
- ☐ Opportunities of working with children in a variety of situations such as school recreation, intramural programs, and school camping.

EVALUATION

CONCEPT

Evaluation is essential in the guidance of children toward the attainment of acceptable goals and in determining the extent to which such goals are reached.

Evaluation is an essential and on-going process.

Evaluation includes careful study of program content, techniques, and teaching tools to determine their effectiveness.

Evaluation requires a teamwork approach.

Evaluation includes both objective and subjective estimates of ability, achievement, and progress.

The results of evaluation should motivate pupil and teacher to bring about needed improvement.

SUGGESTED COMPETENCIES

- ☐ Knowledge of ways of assessing the abilities, needs, aptitudes, interests, and attitudes of children.
- ☐ Knowledge of ways of helping children to assess themselves.
- ☐ Knowledge and skill in the observation of the effort actions (force, time, space, flow) involved in human movement as a means of helping the child in effective use of his body for the purpose at hand.
- ☐ Knowledge and skill in using evaluative tools in the lesson and various aspects of the program.
- ☐ Skill in the interpretation and use of cumulative records including health, physical fitness status, motor achievement, and other guidance data as related to the total development of the child.
- ☐ Knowledge and skill in evaluating the total physical education program.

SUGGESTED EXPERIENCES

- ☐ Study of the process of evaluation including a good foundation in tests and measurements (observation case studies, subjective estimates, skill and written tests, etc.)
- ☐ Study of human behavior and how change is effected.
- ☐ Opportunity to meet and work with a variety of people (classroom teachers, parents, psychologists) as a part of the evaluative process.

- ☐ Directed observation of children with emphasis on its use as an evaluative technique.
- ☐ Experience in applying evaluative techniques and in analyzing data as part of the directed laboratory experience.
- ☐ Sharing the results of evaluation with the classroom teacher in reference to the child's total development.

SUGGESTIONS FOR IMPLEMENTATION

This report has attempted to approach curriculum for the elementary school physical education teacher through the identification of concepts, competencies, and experiences on the basis of program development. It is strongly recommended that each institution, after careful study of the materials presented herein, design a curriculum commensurate with the needs and interests of its students and within the framework of institutional policies and standards.

There are many ways in which opportunities can be extended to increase the emphasis on elementary school physical education. Following is a list of suggestions.

1. Develop a major in elementary school physical education.
2. Develop a dual major with elementary education.
3. Certify a major K-12 and within that certification:
   a. Provide equal emphasis to the elementary level and to the secondary level in course offerings.
   b. Make certain that each generalized course includes emphasis on the elementary school child (courses such as physiology of exercise, measurement and evaluation, curriculum development, methods, kinesiology, administration, et al.).
4. Provide an opportunity for general physical education majors to develop a special area of interest, such as elementary school physical education, by electing to fulfill a prescribed credit requirement.
5. Provide an opportunity for elementary school education majors to develop a special area of interest in elementary school physical education, by electing to fulfill a prescribed credit requirement.

It is strongly recommended that, wherever possible, institutions preparing elementary school physical education teachers provide for the kind of experiences which will bring the prospective teacher into direct association with (1) preschool programs, (2) community and school related programs designed to serve the extended school day and other recent developments at the local level, and (3) special programs designed to meet the needs of the exceptional child, including the culturally disadvantaged.

It is suggested that institutions preparing elementary school physical education teachers also obtain and study the report of the AAHPER National Conference on Professional Preparation. This publication, entitled *Professional Preparation in Health Education, Physical Education, Recreation Education* is available at $2.00 per copy from NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D. C. 20036. Other useful documents prepared by the American Association for Health, Physical Education, and Recreation include *Essentials of a Quality Elementary School Physical Education Program* (25¢) and *Promising Practices in Elementary School Physical Education* ($2.00), both available from NEA Publications-Sales.